



**SOUTHWICK CE PRIMARY SCHOOL**  
**POLICY STATEMENT: PSHE (INCLUDING SEX AND RELATIONSHIP EDUCATION)**

## **RATIONALE**

As pupils move through the stages of their education into adulthood, they should be developing the knowledge, understanding, skills and attitudes which they will need in order to lead confident, healthy and independent lives as informed, active and responsible citizens. Although PSHE is no longer a part of the National Curriculum, we are committed to ensuring PSHE provision for all pupils. During their time at primary school, most children will be aware that they are growing up and bodily changes are occurring. Although it is to be hoped that many questions will be dealt with at home, the school must provide a framework whereby pupils are helped to understand their development, both physical and emotional, and where questions are answered sensitively and honestly, against a background of Christian values.

## **AIMS**

To enable pupils to:

- develop a healthy, safe and independent lifestyle
- develop positive relationships
- respect the differences between people
- develop the ability to take and share responsibility
- prepare to play an active and informed role as responsible citizens
- develop increasing self-confidence and a sense of their own and others' worth
- name and recognise their feelings and use these to guide their thoughts and actions
- consider social and moral dilemmas encountered in everyday life
- make real choices and decisions
- be prepared to deal with the physical and emotional changes which occur in adolescence
- recognise when they need help and be able to ask for support

## **GUIDELINES**

1. The scheme of work will include learning themes dealing with healthy lifestyles, feelings and relationships, community and citizenship as well as sex and drug education.
2. PSHE will be taught through designated time and other curriculum subjects as well as through daily school life. Sex and relationship education will be provided through science and PSHE lessons.
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4. Assessments , using the school's skills progression grids, will be given by the class teacher to the subject leader who will use these with information gathered from lesson observations, surveys, discussions with pupils and work scrutiny to monitor and evaluate provision as well as pupil progress.
5. A variety of approaches such as circle time, drama and role play, paired and small group work, use of stories and non-fiction books, whole class discussion, social skills games and activities will be used to ensure children's full participation.
6. Outside agency and community links will be developed and used wherever appropriate.
7. Sex and relationship education should comprise three elements:
  - attitudes and values
  - personal and social skills
  - knowledge and understanding

8. Sex and relationship education should be supported by the wider curriculum for personal, social and health education by ensuring that all children :
  - develop confidence in talking, listening and thinking about feelings and relationships
  - are able to name parts of the body and describe how their bodies work
  - can protect themselves and ask for help and support
  - are prepared for puberty
9. Account will be taken of parents' right to withdraw their children from all, or part, of the sex and relationship education provided at school, except for those parts included in the statutory National Curriculum e.g. science.
10. Parents of pupils in KS2 will be consulted about the detailed content of what will be taught with regard to changes in the body, when these changes are likely to happen and how a baby is conceived and born.
11. Any teaching material used will be available for parents to view.
12. Discussions should include the importance of appropriate parenting.
13. All discussion should take account of the maturity of the pupils involved and may be better at an individual level rather than in class.
14. Pupils should be aware that teachers cannot offer unconditional confidentiality.
15. Sensitivity should be shown when dealing with questions of a personal or intimate nature. It may be appropriate to refer the question and the teacher's or TA's response to the child's parents.
16. There will be adequate and sensitive arrangements to help girls cope with menstruation and with requests for sanitary protection.
17. In cases of suspected child abuse, reference must be made to the school's guidelines on child protection.

## **CONCLUSION**

PSHE, including sex and relationship education, is part of a life-long learning process which enables the development of positive attitudes towards self and others. Due to the sensitive nature of many issues involved in the units of work, a whole school policy, which is clearly adhered to, will go some way to ensuring that all pupils gain, at an appropriate pace and within a moral framework, skills, knowledge and understanding they will need to guide them to make informed choices and decision as adults.

The policy should be read in conjunction with those on Science, geography, racial equality, equal opportunities, behaviour/ anti bullying, drug/medicine issues, child protection, confidentiality and Health and Safety. In compiling this policy, we have considered the diversity of the make-up of our school community in terms of gender, race, SEN, socio-economic background etc.